



**Arlington**  
INDEPENDENT SCHOOL DISTRICT  
*More Than a Remarkable Education*

**Financial Futures Committee  
May 15, 2017  
6:00 pm, Mac Bernd Professional Development Center**

WELCOME .....David Wilbanks  
FFC Chairperson

FOLLOW-UP ON SPECIAL ED QUESTIONS.....  
Cindy Powell, Chief Financial Officer  
Dr. Steven Wurtz, Chief Academic Officer

STRATEGIC PLAN UPDATE.....Dr. Steven Wurtz

DISTRICT PROFILE & COMPARISON DATA.....Tony Drollinger  
Executive Director of Finance

2017-18 BUDGET DEVELOPMENT UPDATE.....Cindy Powell

FALL 2017 MEETING DATES.....David Wilbanks

CLOSING THOUGHTS.....David Wilbanks



## **Financial Futures Committee**

May 15, 2017



### **Agenda Topics**

- Strategic Plan Update
  - Strategies & Activities for 2017-18
- District Profile & Comparison Data
- 2017-18 Budget Development Update
  - Preliminary Property Values
  - Legislative Update



## FFC Charge

- Review external and internal data on issues relating to Texas public education, including the school finance and accountability systems and Texas bond election laws, to understand how those issues affect AISD's budget, tax rates and long-range financial planning.
- Review the District's strategic plan to understand the impact that the strategic plan may have on the budget, tax rates and long-range financial planning.



## FFC Charge

- Review data including, but not limited to, the following topics in order to assess the impact on AISD budgets and provide input, as appropriate:
  - Enrollment trends and projections
  - Property value trends and projections
  - Academic Services priorities and operational efficiency priorities presented to the Committee by the AISD administration
  - Current staffing methods in relation to state education law and current administration protocol
  - Compensation and benefits, including available salary market information, health insurance and wellness plan
  - Operating costs associated with bond projects



## ***Strategic Plan Overview***


***Dr. Steven Wurtz, Chief Academic Officer***




### **We Believe**

- Our success depends upon
  - A commitment by all to a clear and focused vision
  - Effective teaching and leadership
  - A positive culture that promotes continuous improvement by all
  - An engaged community
- Our students can excel





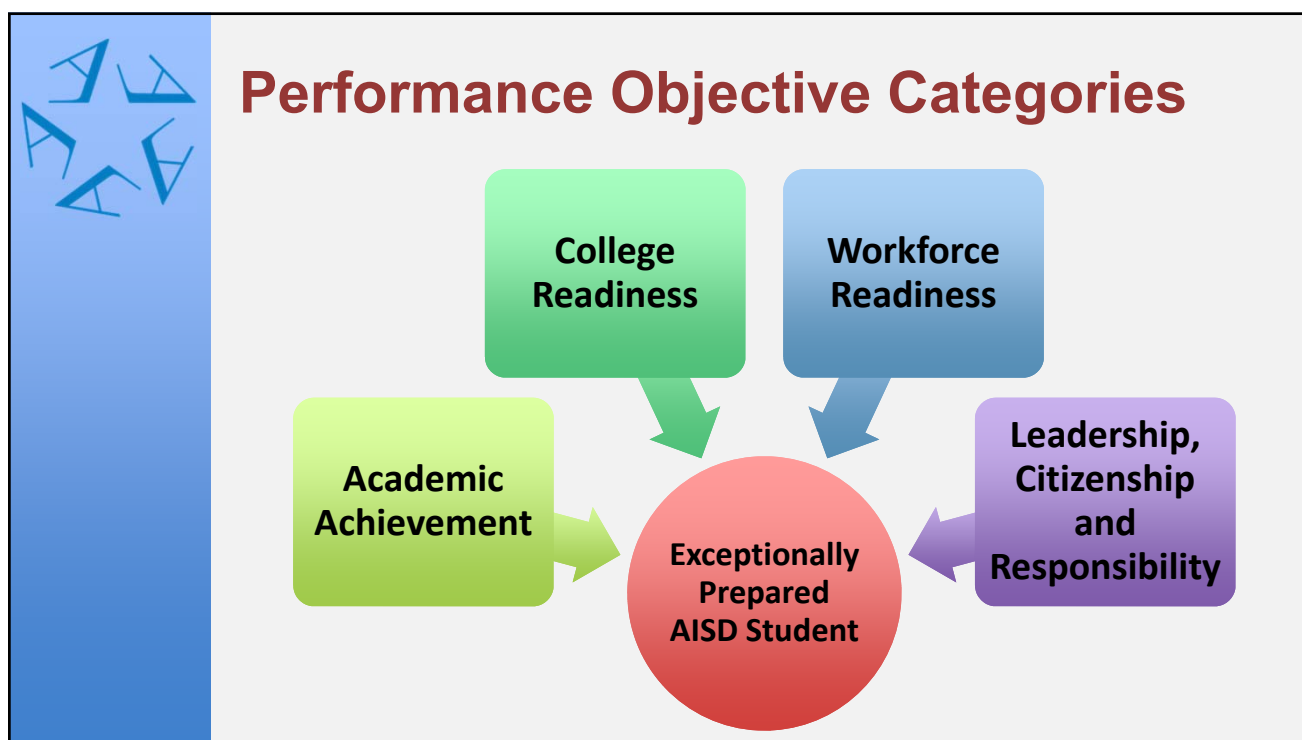
**ACHIEVE TODAY.**  **EXCEL TOMORROW.**

**2016-2021 STRATEGIC PLAN**

**Vision**  
The AISD will be a premier school district and a leader in education.

**Mission**  
The mission of Arlington Independent School District is to empower and engage all students to be contributing, responsible citizens striving for their maximum potential through relevant, innovative and rigorous learning experiences.

**Goal**  
100% of AISD students will graduate exceptionally prepared for college, career and citizenship.





## Strategy Analysis & Timeline Development

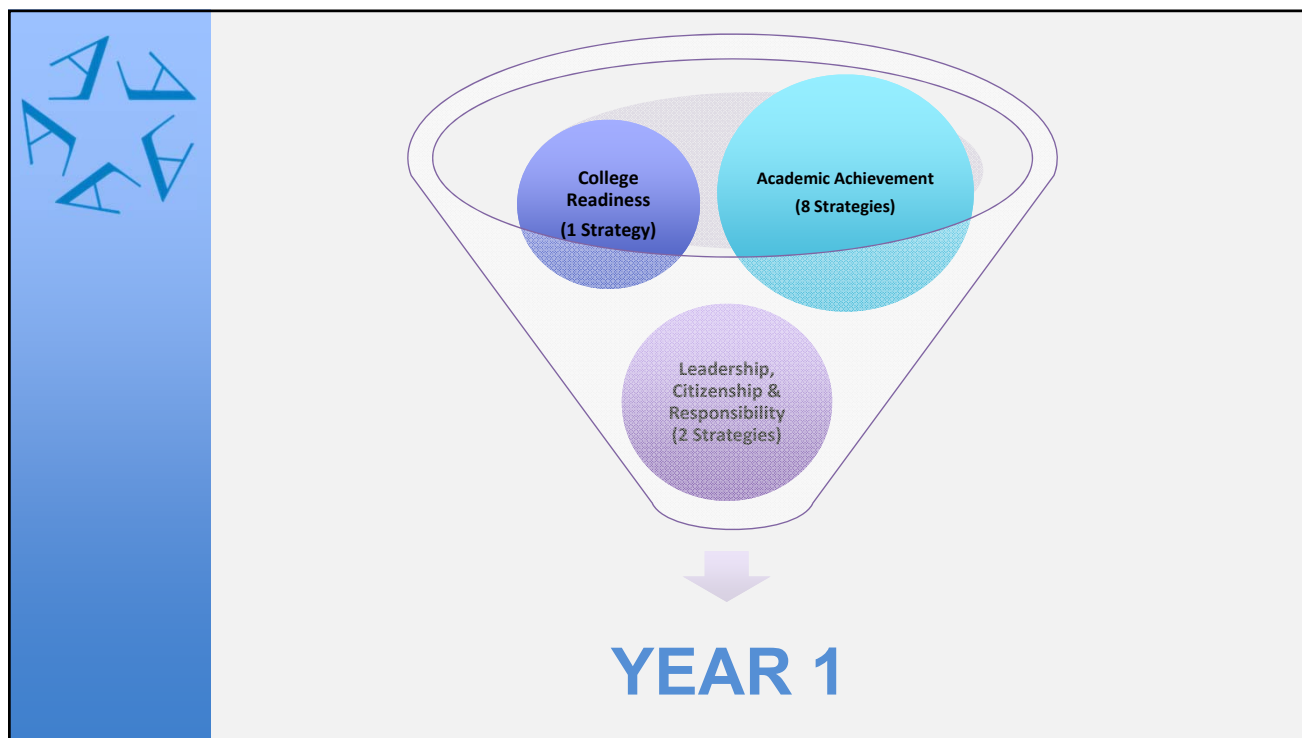
- Teams analyzed groups of identified strategies connected to each performance objective
  - Deconstructed comprehensive strategies into smaller “chunks” for appropriate sequencing
- Identification of high impact strategies and the design of a responsible rollout
  - High Impact: System-wide financial, human capital, and time implications




## Strategy Sequencing



- Sequencing vs. Prioritizing
- Sequencing over the 5-year timeline
- Parameters for sequencing:
  - No more than 25% of the plan implemented in any one year
  - Balance high impact strategies over the first four years
  - Ensure strategies that include foundational activities are appropriate sequenced for sustainability
  - Ensure quick win in year one
    - High impact for all stakeholders



## Academic Achievement



- Finalize curriculum management system
- **Develop curriculum writing & revision process**
  - **Instructional approaches, learning targets, and formative assessments**
- Develop student assessment policy and procedures
- Implement program evaluation policy and procedures
- Implement user-friendly data management system
- **Develop professional learning plan**
- HR Reorganization
  - Employee relations; Recruiting; Comp & Benefits; & Customer Service
- **Instructional response to bond programming**
  - **STEM labs, Fine Arts Dual Language, etc.**



## College Readiness



- **Redesign of Gifted & Talented Program**

## Leadership, Citizenship & Responsibility



- Promote a physically & emotionally safe environment
- **Update and promote a comprehensive communications plan**



## Outcomes

- Total of 139 activities for Year 1
- Strategic plan efforts resulting in positive effect on the district services provided to campuses
  - The current survey results show a score of 4.05 (highest to date), already surpassing our goal of 3.97 for the year.

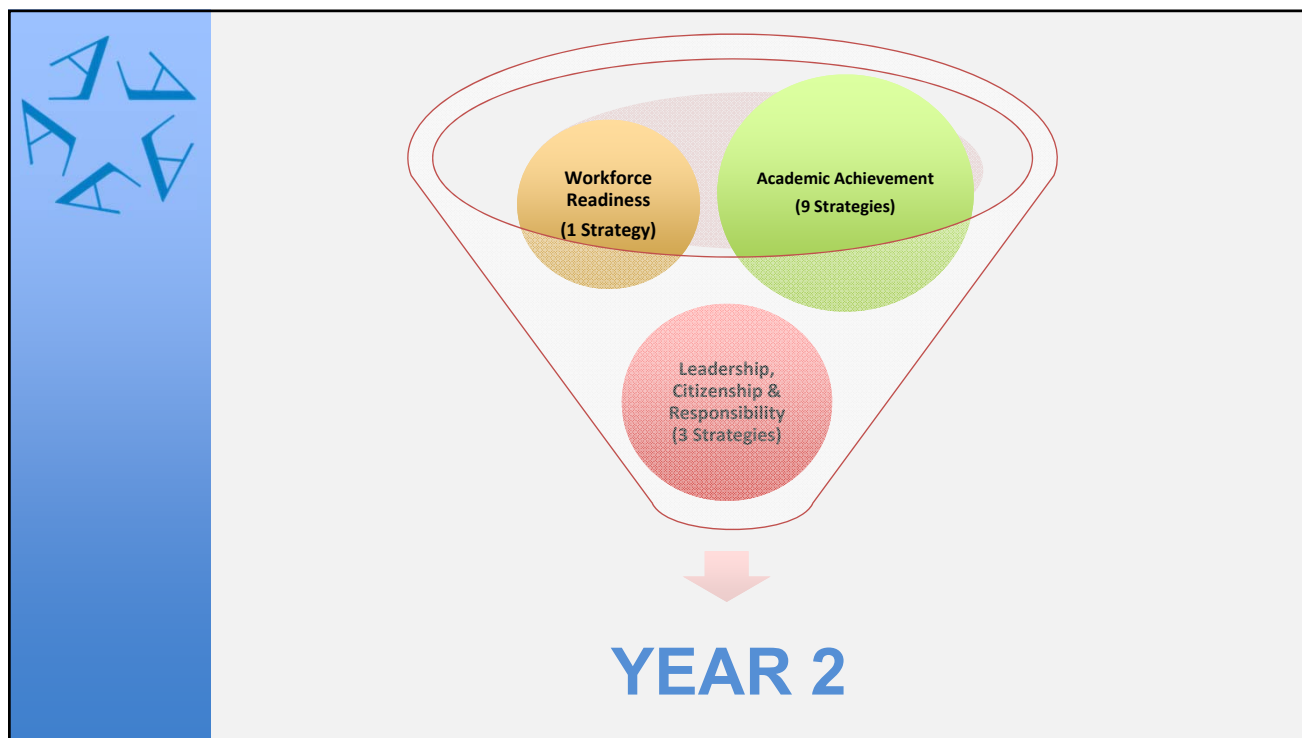
ACHIEVE TODAY.



EXCEL TOMORROW.

2016-2021 STRATEGIC PLAN





## Academic Achievement

- **Develop curriculum writing & revision process that Instructional approaches, learning targets, and formative assessments**
- Implement equating and scaling of student assessment data to ensure meaningful interpretation of results
- Incorporate appropriate test design theories into design of local assessments
- **Develop leadership professional learning plan**
- Increase students' equity of access to instruction, facilities and extracurricular / co-curricular activities
- **Expand world language programs**
- **Implement instructional model that supports purposeful, collaborative planning, effective instructional delivery and assessment**
- Expand PK offerings
- Align resources to curriculum outcomes and instructional priorities



## Workforce Readiness



- Enhance students' seamless entry into workforce through technical dual credit, workforce certifications, etc.

## Leadership, Citizenship & Responsibility



- Enhance cultural awareness, culture of respect, integrity and responsibility among students
- **Enhance core leadership competencies**
- Improve customer service and foster district-wide culture of respect, integrity and service



## Highlights



## Develop Curriculum Writing & Revision Process

1. **Vertical Alignment Document (VAD)**
2. **Year-at-a-Glance (YAG)**
3. **Instructional Focus Document (IFD)**
  - Individual Reading and Writing Units
  - Learning Targets and Target Type
  - SLARS aligned to TEKS
  - Learning Progressions
  - Process (Standards) Married to Content
  - Grade Level (or Course) Clarifications
4. **Curriculum-based Assessments (CBA)**



## Curriculum Writing Next Steps

- Revise Instructional Focus Documents (IFD) for grades 3-8 and HS EOC courses, including instructional approaches
- Design IFD for grades K-2 and select HS courses for, including the Year-at-a-Glance and resources.
- Identify external experts to consult on K-2 integrated curriculum and resources, including Bilingual support.
- Embed enhancements for grades 3-4 STEM, Bilingual and Gifted and Talented.
- Plan ongoing professional learning to support the use of the IFD, including additional content pedagogy support.





## Equating and Scaling & Test Design Theory

- Collaborate with stakeholders to research and consider best practice
- Facilitate design and implement
- Provide professional learning to promote effective data analysis to drive instructional decision-making



## Professional Learning Plan

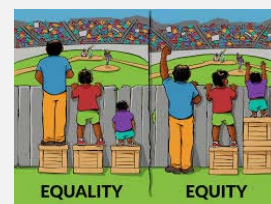


- Revisit the literacy framework to address all components of balanced literacy, and align Spanish resources and approaches for Bilingual students.
- Revisit math framework to include new assessments and approaches (e.g., Math Talks and Talk Moves).
- Define K-12 instructional expectations, and include new approaches and resources to writing instruction.
- Create new guidance documents, tools and resources to support coaching and teacher implementation.
- Rigor and Relevance framework and data driven-instruction



## Increase Student Equity of Access

- Develop a comprehensive plan for building, supporting and sustaining inclusive practices
- Collaborate with C&I to develop, align, and embed tools, resources, and strategies into the curriculum
- Increase collaboration and communication opportunities for training and feedback for parents of students with disabilities
- Provide strategic professional development and training to facilitate improved practice, support and increased achievement of students with disabilities

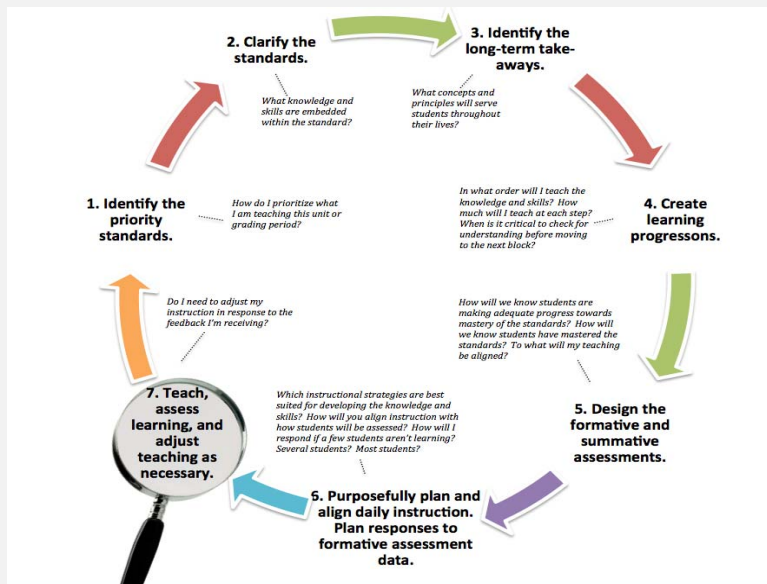


## Expand World Language Programs

- Conduct program evaluation for world language programs
- Align FLES adoption to ACTFL proficiency guidelines, TEKS, and world readiness standards
- Write curriculum to support implementation of FLES district-wide and expand dual language implementation
- Provide professional learning focused on TEKS alignment, target language usage to support proficiency levels
- Develop student performance and parental communication documents
- Develop campus protocol to promote informed decision-making and promote model implementation fidelity



# Implement Instructional Model





## Learner Framework

- Focused squarely on the learner's actual experience in the classroom
- Aligns learner experience to identified learner outcomes
- Foster deep engagement and invites the learner to have an active role in learning
- Ensure experiences facilitate the development of future-ready skills by aligning teacher practice to high yield best practices
- Simplifies and integrates disparate resources and initiatives for teachers
- Promotes consistency of the learner's experience qua system
- Provides clarity for teachers and for professional learning standards



## How do you design an experience?

- Align with strategic plan goal- desired outcome

**GOAL:**

100% of AISD students will graduate exceptionally prepared for college, career, and citizenship.

**Performance Objectives:**

1. Academic Achievement
2. College Readiness
3. Workforce Readiness
4. Leadership, Citizenship, and Responsibilities

- What does that mean day to day?

The learner is a collaborative problem-solver and critical thinker,  
Every Day: Collaborate, Solve Problems, Think Critically, Ask Questions, Self-Assess and Adjust



## Learner Profile

- Traits, characteristics and skills that are necessary for learners to realize the **Goal and Performance Objectives**
- Sets students' and staff expectation for what learners need to be engaged in doing every day

Examples:

- Innovate
- Communicate
- Collaborate
- Resolve Conflict
- Serve others



## Learner Profile/Behaviors

- Model responsible citizenship
- Self-directed
- Collaborate
- Think critically/solve problems
- Communicate effectively

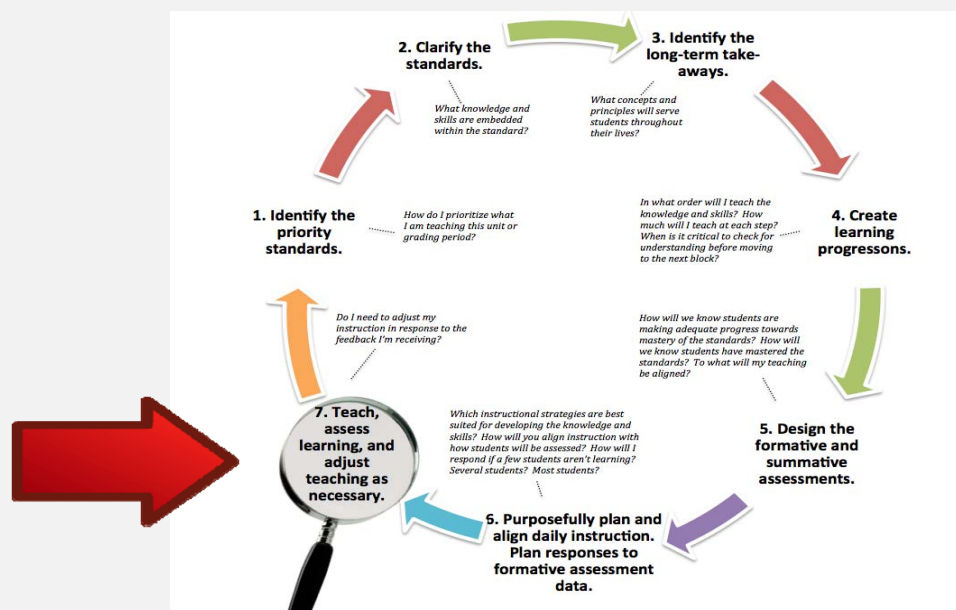


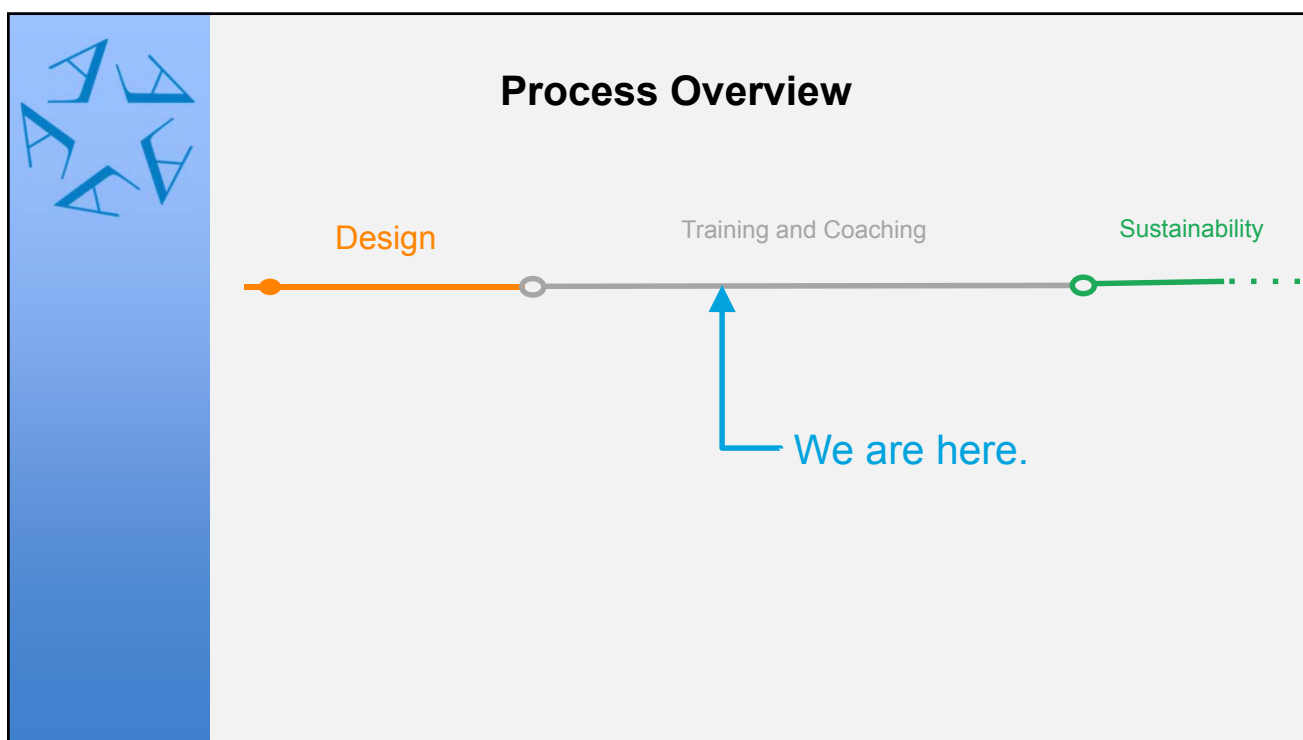
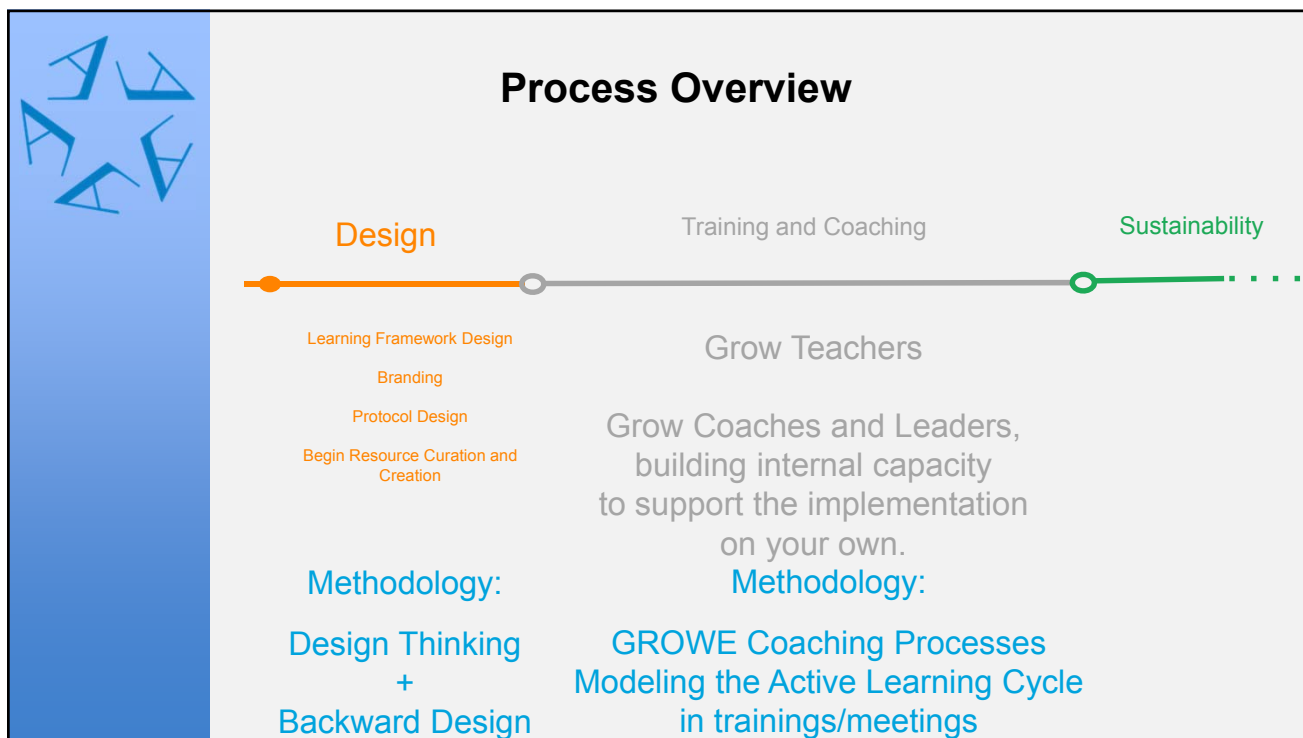


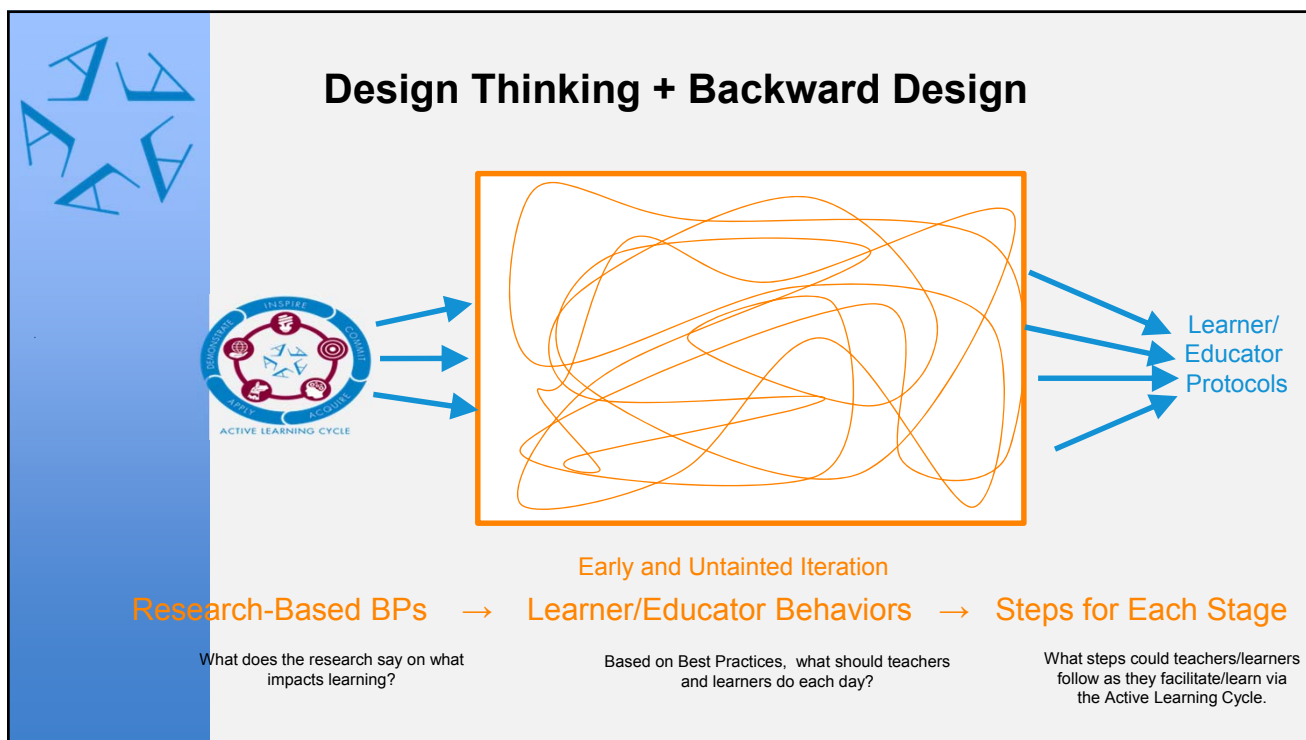
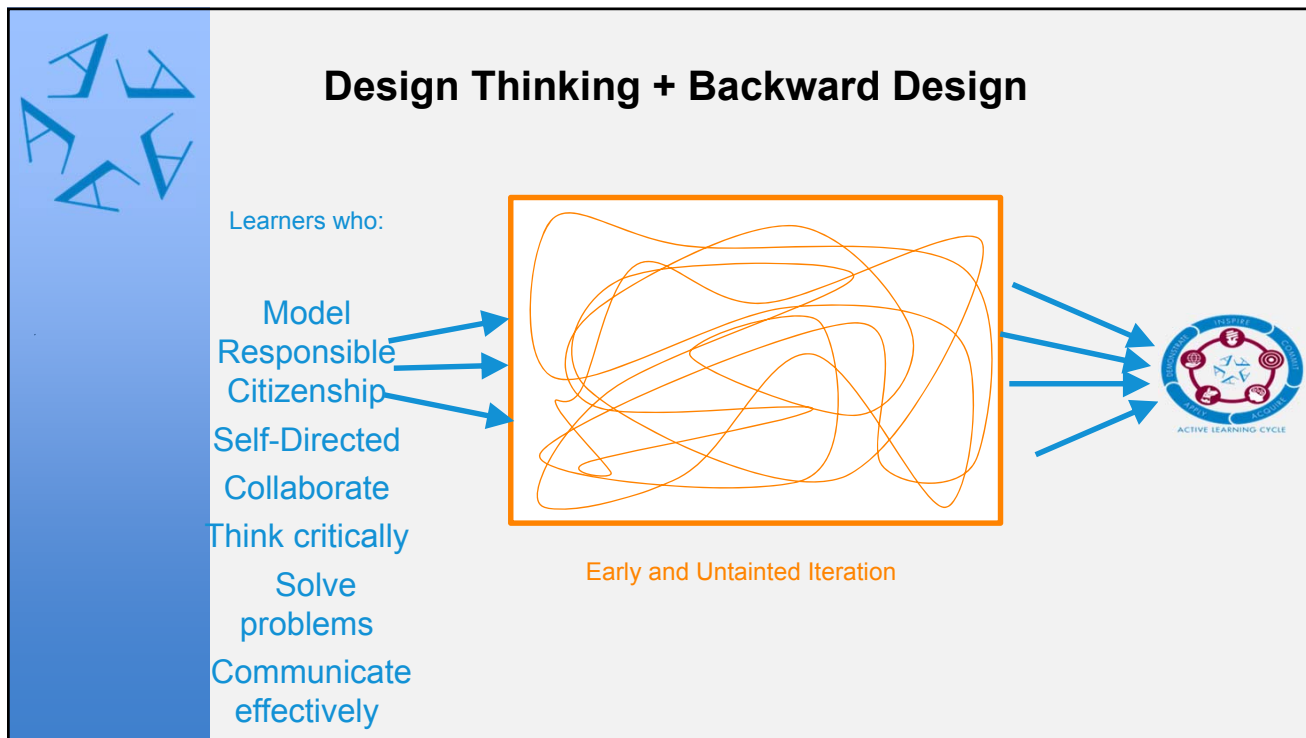


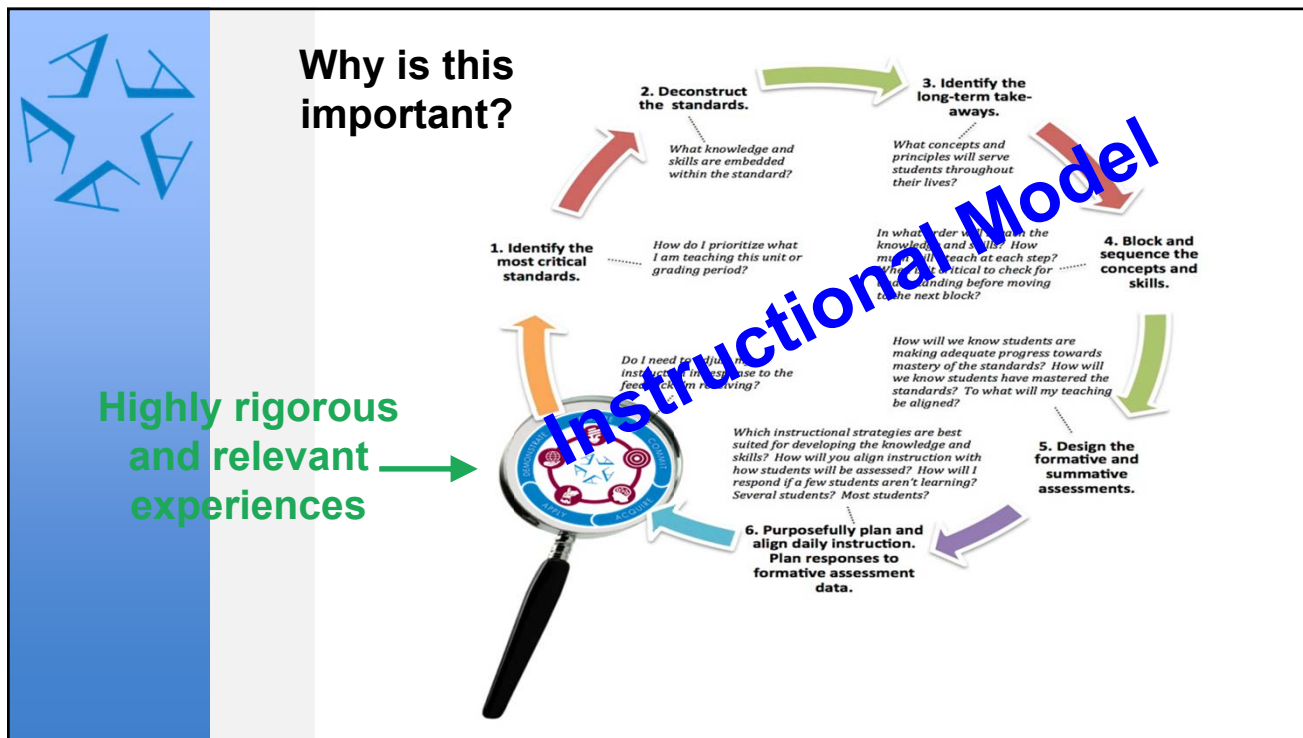
## Model Design

- From the learners point of view
- Aligned to the learner profile intended outcomes and daily experiences
- Vision of the Lesson Process
  - Day in the Life of
  - Multiple interactions
- Aligned to research-based best practices









## Active Learning Cycle Implementation

**Pilot**

- April-June 2017
- Six Campuses; 30 total teachers
  - Bowie High School
  - Career Tech Center
  - Carter Junior High
  - Young Junior High
  - Butler Elementary
  - McNutt Elementary

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## Active Learning Cycle: Year 1

- June 2017
  - Total 12 campuses
  - 120 teachers



### Sustainability

- Coaching and job embedded development
  - Systemwide implementation of GROWE
- Training and support from Academic Services
- Leadership development and executive coaching
- Alignment of professional learning plan



## Align Resources to Curriculum Outcomes & Instructional Priorities

- Design new guidance documents for unit planning in PLCs using the Teach for Understanding Planning.
- Revise guidance documents for daily lesson design to align with the Active Learning Cycle.
- Align internal resources to each stage of the Active Learning Cycle, and develop exemplar lessons.
- Plan ongoing professional learning using the Active Learning Cycle to model the learning experience, and components.



## Expand PK Offerings

- Collaborate with community partners to expand access to PK programming in community-based learning centers
- Implement communication and marketing strategies to draw awareness of early childhood programming and to facilitate increased enrollment
- Provide professional learning and resources targeted to meet the needs of the early childhood classroom
- Assess and expand PK locations including paid PK programs



## Enhance Seamless Entry into Workforce

- Career Tech Center opening in fall 2017
  - Students obtain stackable credentials
  - Share learning space to create course opportunities for AISD and TCC/UTA students
- Expand technical dual credit programs
  - Audio/Video Production
  - Automotive & Aviation Technology
  - Building Maintenance Technology
  - Computer Numeric Control
  - Culinary Arts
  - Floral Design & Horticulture Science
  - Graphic Design
  - Hospitality
  - Medical Administrative Assistant
  - Mobile Application Development
  - Robotics
  - Sports Medicine
  - Veterinary Medicine







## Improve Customer Service

- **Accessibility:** Approachability and ease of contact
- **Tangibles:** The appearance of facilities, equipment, personnel and communication; what customers see, hear, and feel when they are in the district
- **Reliability:** Ability to provide service consistently, accurately and on time
- **Responsiveness:** Ability to provide quick, high quality service to customers
- **Empathy:** Providing caring and individualized attention to customers by providing trust



Questions?





## ***District Profile & Comparison Data***

***Tony Drollinger, Executive Director of Finance***



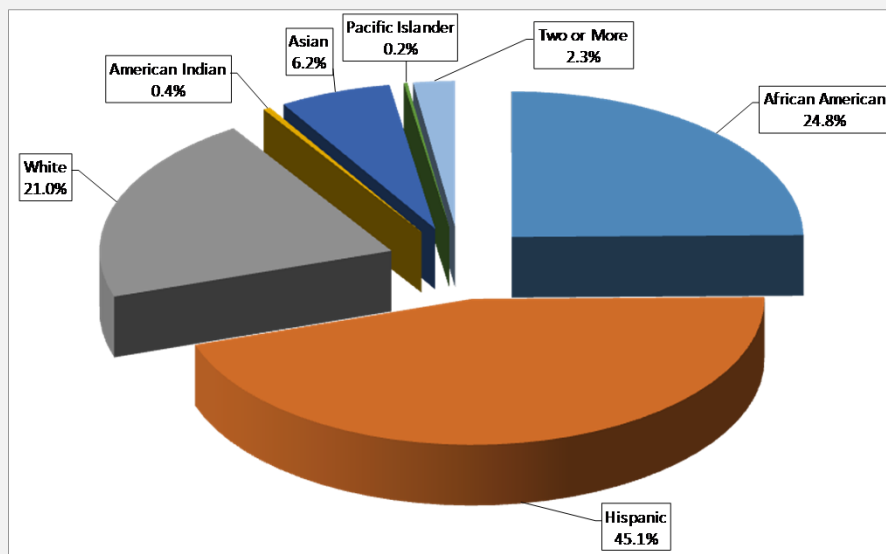
### **Student Data**

	<b>AISD</b>	<b>STATE</b>
Total Students (membership)	63,167	5,284,252
Ethnic Distribution		
African American	24.8%	12.6%
Hispanic	45.1%	52.2%
White	21.0%	28.5%
American Indian	0.4%	0.4%
Asian	6.2%	4.0%
Pacific Islander	0.2%	0.1%
Two or More Races	2.3%	2.1%
<b>Economically Disadvantaged</b>	<b>69.4%</b>	<b>59.0%</b>
<b>English Language Learners (ELL)</b>	<b>26.1%</b>	<b>18.5%</b>
<b>At-Risk</b>	<b>67.7%</b>	<b>50.1%</b>

Source: 2015-16 Texas Academic Performance Report & Standard Reports published by TEA



## Student Ethnic Distribution



## Staff Data (all funds)

	AISD	STATE
Total Staff	8,141	688,142
<b>Teachers</b>	<b>50.8%</b>	<b>50.5%</b>
Professional Support	11.1%	9.8%
Campus Administration	2.6%	2.9%
<b>Central Administration</b>	<b>0.6%</b>	<b>1.1%</b>
Educational Aides	10.0%	9.6%
Auxiliary Staff	25.0%	26.1%
Students per Teacher	15.3	15.2
Avg. Years Experience of Teachers	10.9	10.9
Avg. Years Experience of Teacher w/District	8.3	7.3
<b>Instructional Staff Percentage</b>	<b>66.6%</b>	<b>64.5%</b>

Source: 2015-16 Texas Academic Performance Report published by TEA



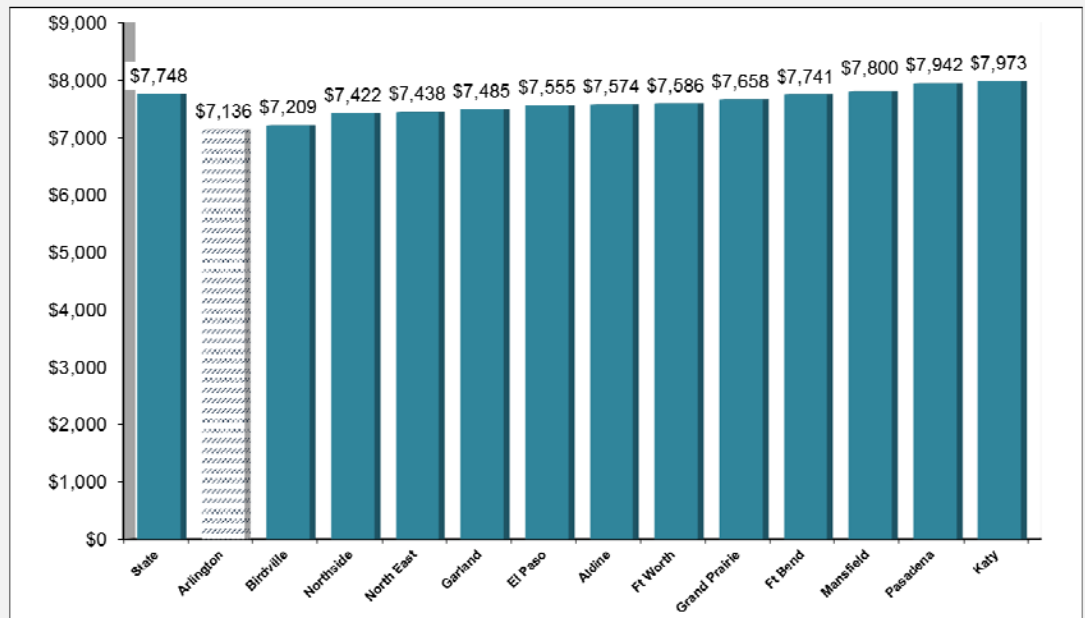
## Class Size Information

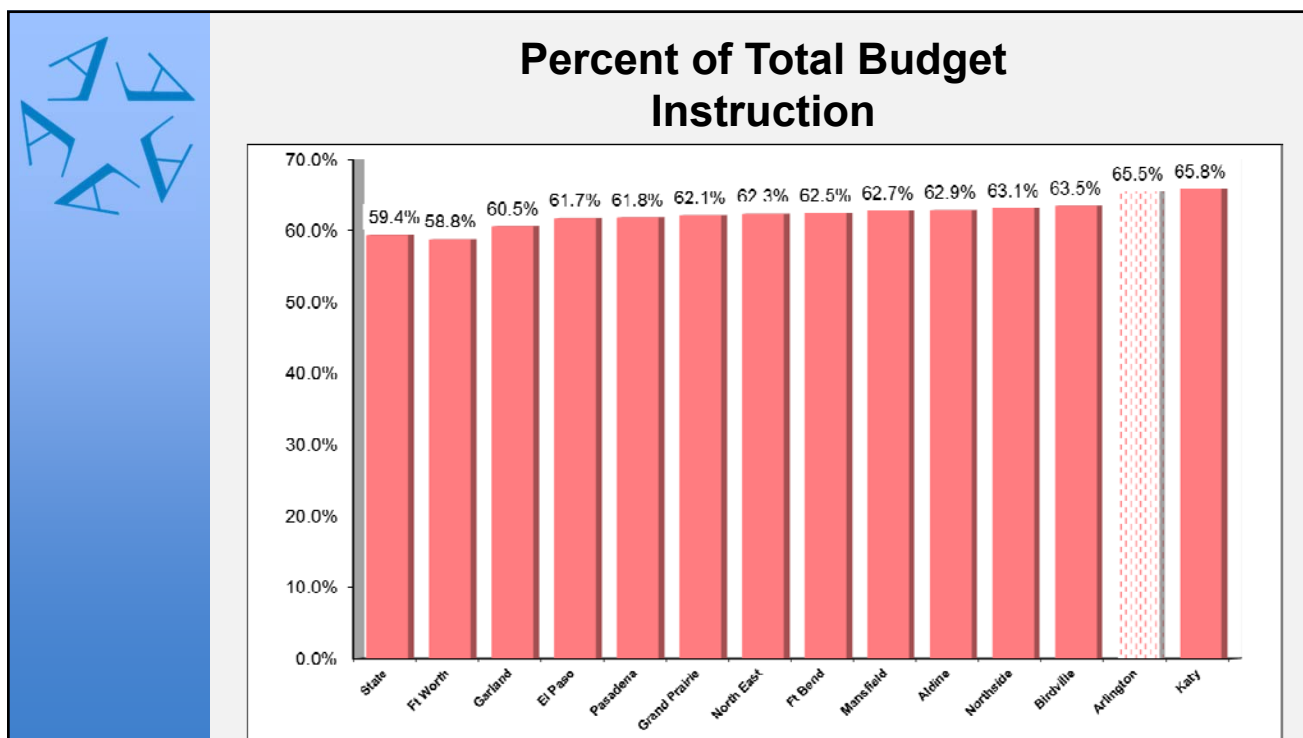
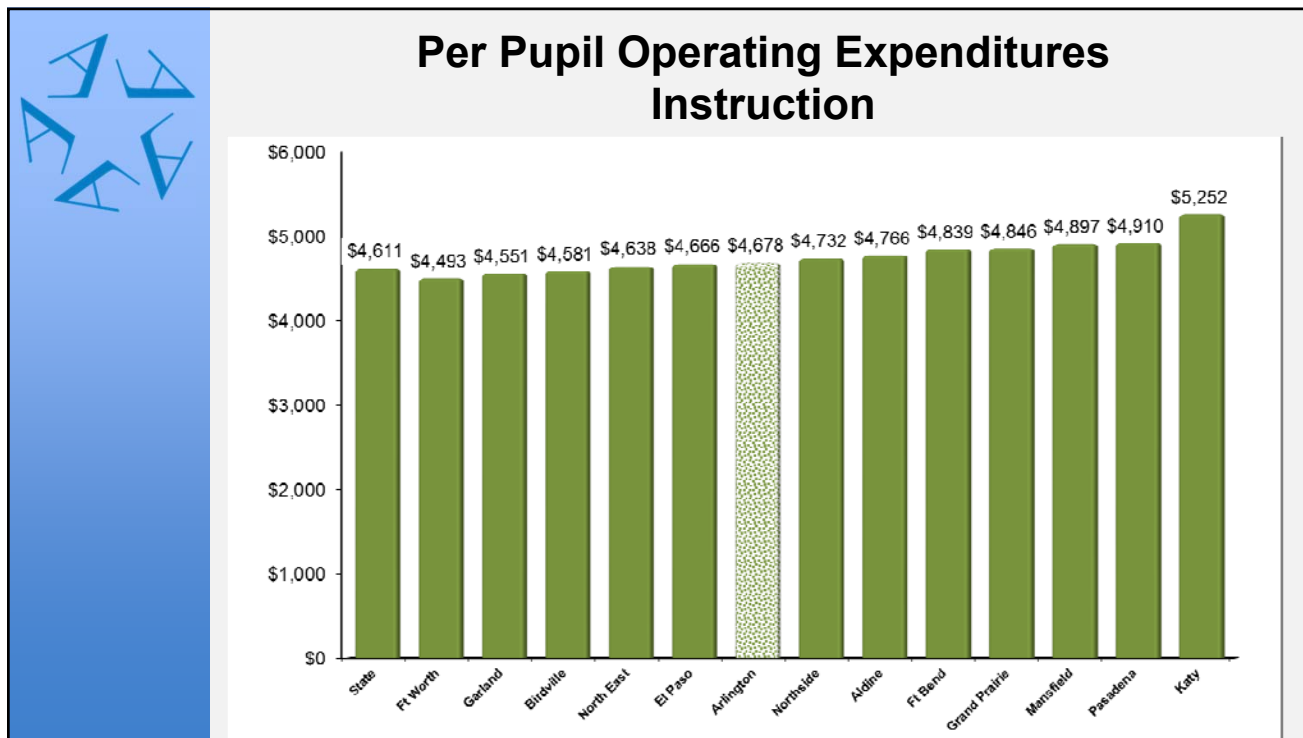
Grade	AISD	State
Kindergarten	18.3	18.9
Grade 1	18.4	19.1
Grade 2	18.9	19.1
Grade 3	18.1	19.1
Grade 4	19.1	19.0
Grade 5	21.3	20.8
Grade 6	21.8	20.4

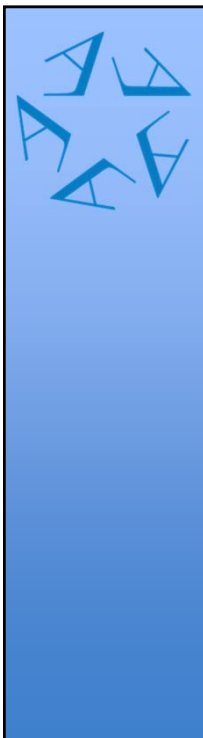
Source: 2014-15 Texas Academic Performance Report published by TEA



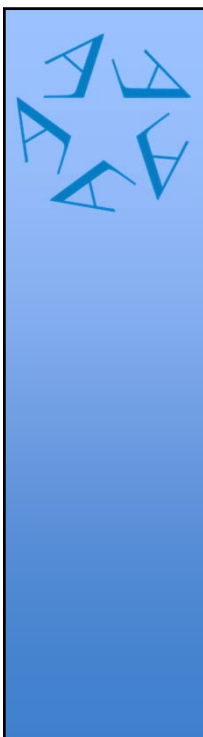
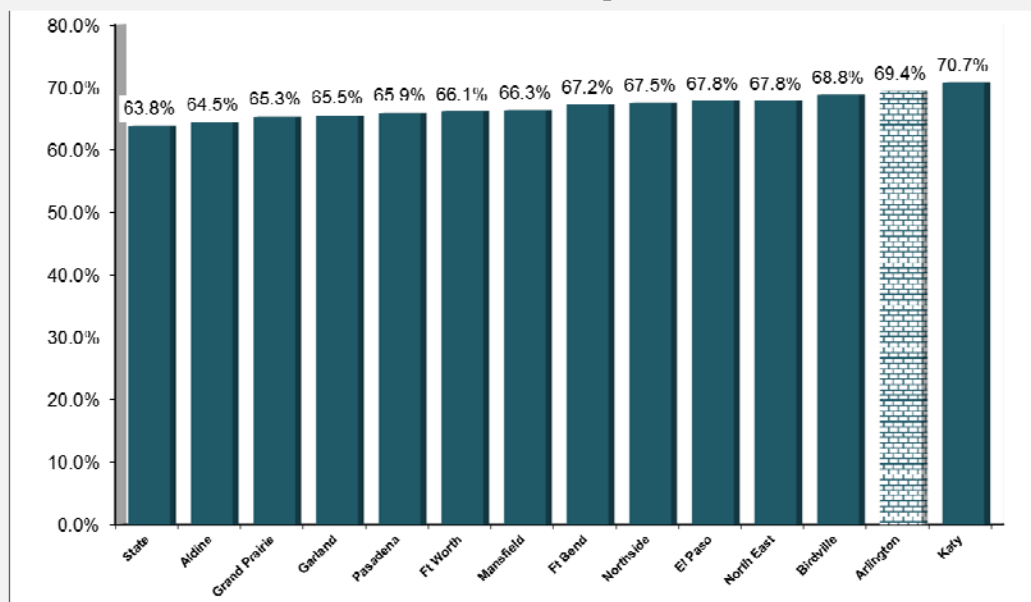
## Per Pupil Total Operating Expenditures



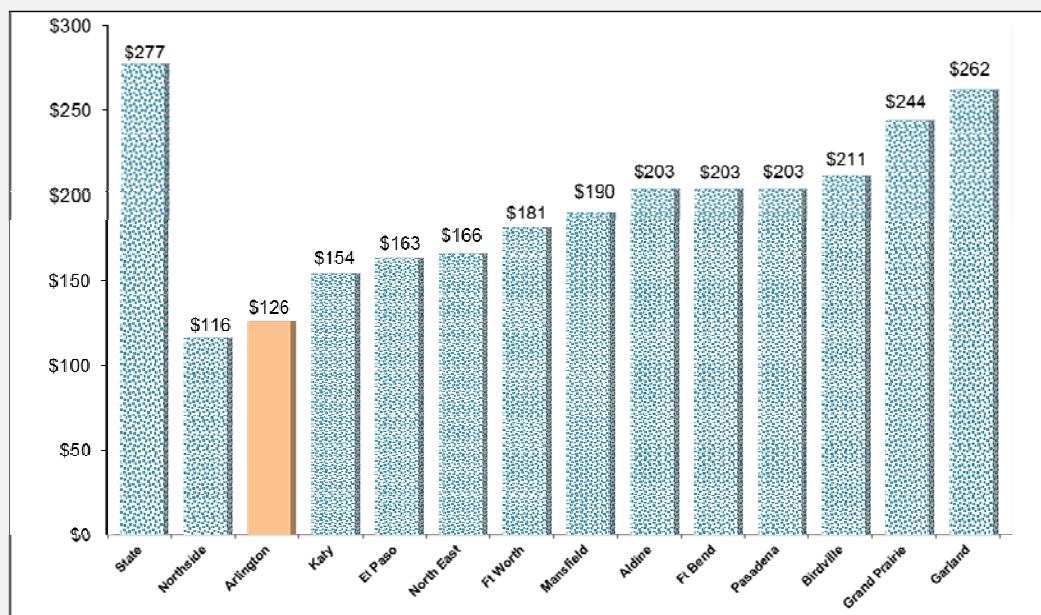




## Instructional Expense Ratio

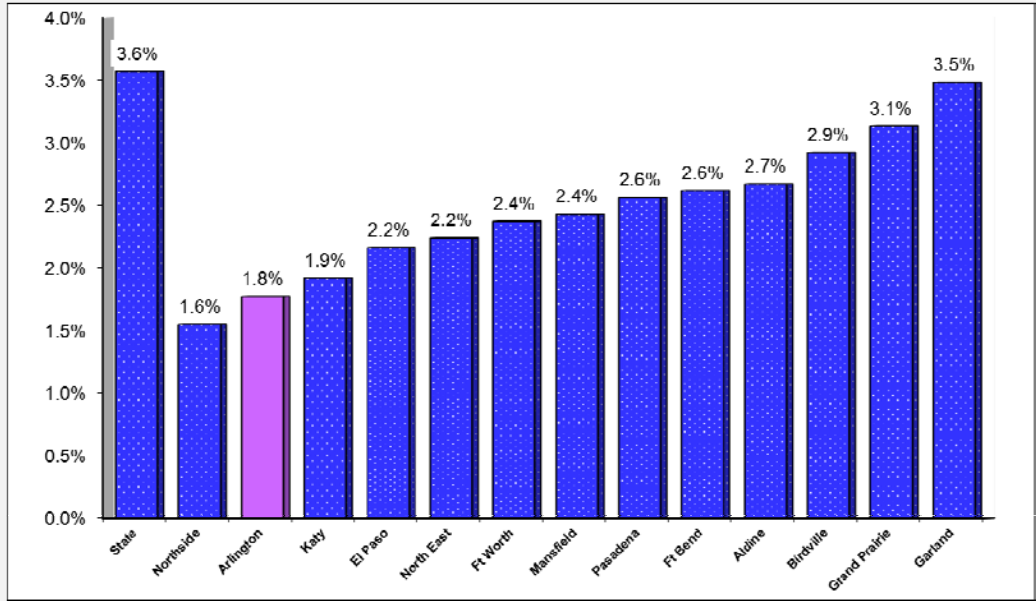


## Per Pupil Operating Expenditures Central Administration

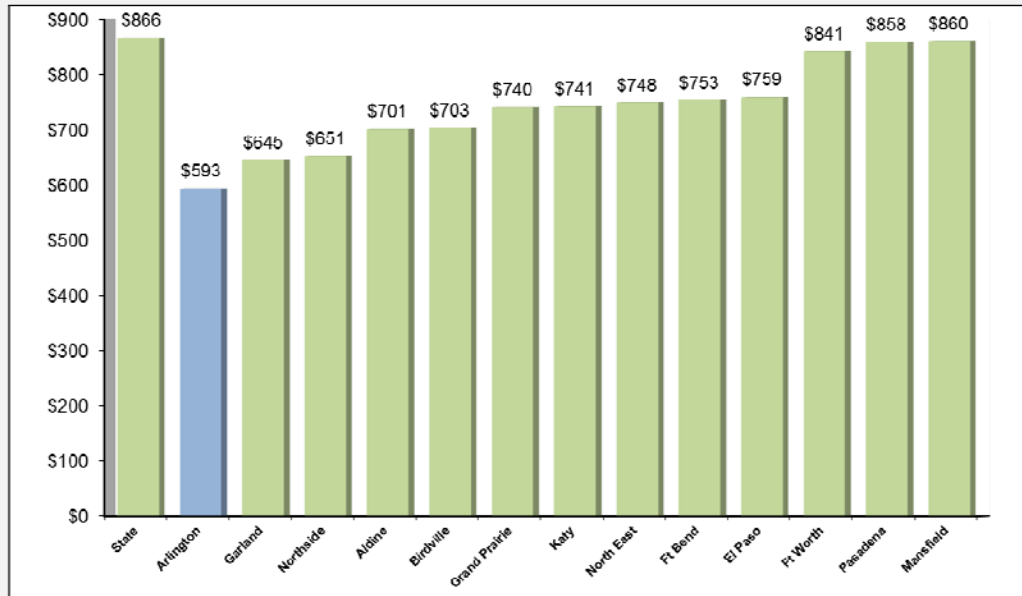




### Percent of Total Budget Central Administration



### Per Pupil Operating Expenditures Maintenance & Operations





## **2017-18 Budget Update**

*Cindy Powell, Chief Financial Officer*



## **Budget Adoption Timeline**

Date	Activity
June 8	<ul style="list-style-type: none"> <li>• Discuss preliminary budget including staffing needs</li> <li>• Discuss compensation</li> <li>• Board vote on proposed tax rate for notice of public hearing</li> </ul>
June 13 <i>(if needed)</i>	<ul style="list-style-type: none"> <li>• Discuss proposed budget for all funds</li> <li>• Discuss compensation</li> </ul>
June 22	<ul style="list-style-type: none"> <li>• Hold public hearing to discuss the proposed budget &amp; tax rate</li> <li>• Board determines any final adjustments to the budget</li> </ul>
By June 30	Adopt 2017-18 budget
July 25	Receive certified property values
August	Adopt 2017 tax rate

## 2016-17 Projection vs. Budget General Fund Budget (in millions)

	2016-17 Original Budget	2016-17 Projection	Difference
Beginning Fund Balance	\$204.7	\$204.7	
Revenues & Other Resources	\$497.2	\$507.9	\$10.7
Expenditures & Other Uses	<u>\$511.9</u>	<u>\$502.1</u>	<u>\$9.8</u>
Operating Surplus/Deficit	<b>(\$14.6)</b>	<b>\$5.8</b>	<b>\$20.4</b>
Cost to Construct SHHS 9 <sup>th</sup> Grade Center & Purchase Land <i>(from surplus fund balance)</i>	<u>\$17.1</u>	<u>\$15.0</u>	<u>\$2.1</u>
Net Surplus/Deficit	<b>(\$31.7)</b>	<b>(\$9.2)</b>	<b>\$22.5</b>
Ending Fund Balance	\$173.0	\$195.5	

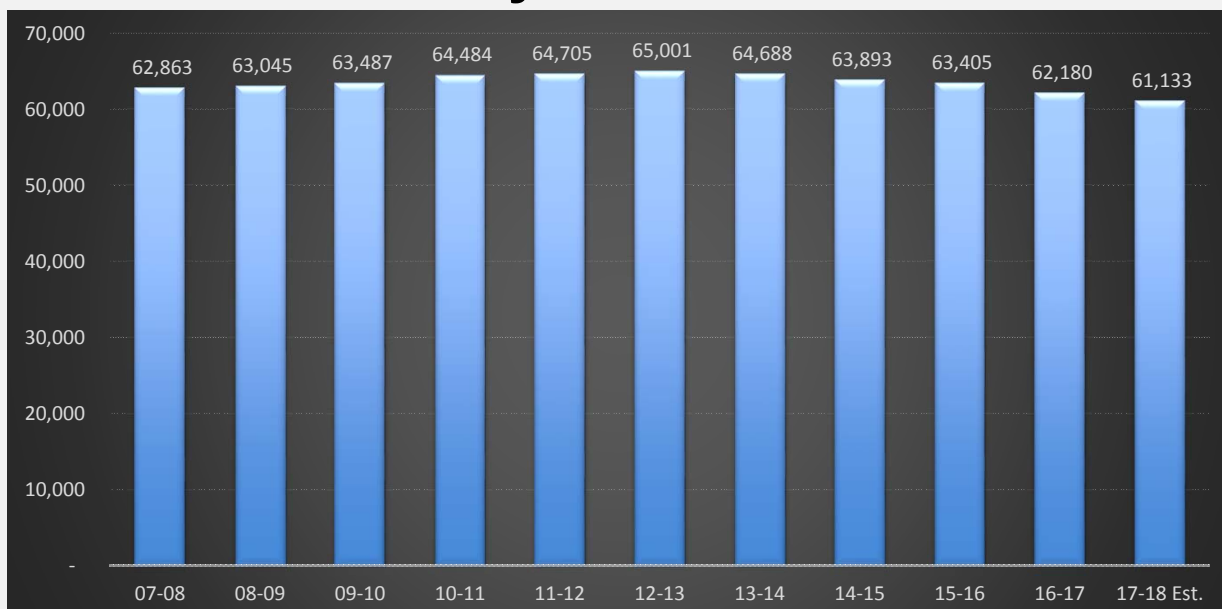


## 2017-18 Enrollment Projection

	2016-17 Projected Enrollment	2016-17 Actual Enrollment	2017-18 Projected Enrollment	Increase/ (Decrease)
<b>Total</b>	<b>63,280</b>	<b>62,180</b>	<b>61,133</b>	<b>(1,047)</b>



## Enrollment History



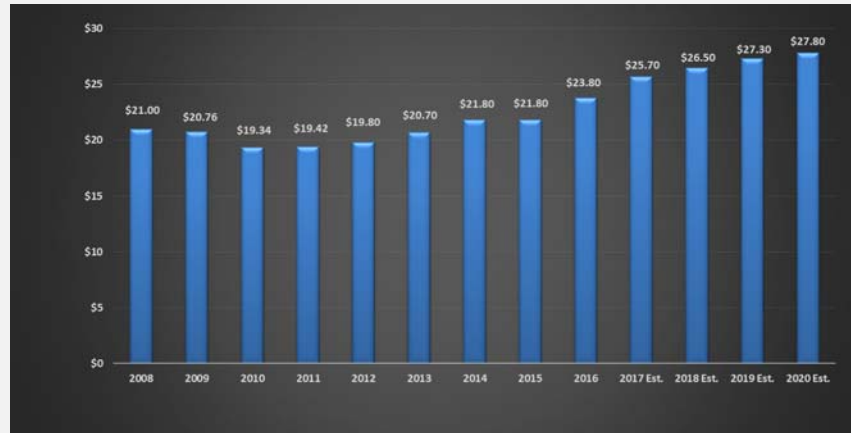
## Enrollment Management

- Enrollment Management Strategies
  - Partnerships with private childcare centers for PK units
  - Accepting out-of-district transfers
  - Open transfer policies
  - Specialized program offerings (fine arts/dual language academies, Career Tech Center, STEM Academy at Martin)
- Staffing alignment to enrollment projections
- Gibson Consulting Study of withdrawals
- FFC topic in fall 2017



## Preliminary Property Values

	Initial Assumption	April 30 <sup>th</sup> TAD Prelim. Est.
Property Value Growth	3.5%	7.11%



## Legislative Update

- Days remaining in legislative session: 14
- State Budget
  - State budget is the only bill that the legislature is required to pass each session
  - House & Senate approved different versions of the budget
    - Senate version has no new money for public ed; it redistributes existing education appropriations
    - House version adds \$1.8 billion in new money for public ed
  - Appropriations Conference Committee is reportedly making progress
  - Expect to have a budget bill for both chambers to consider



## Legislative Update

- School Finance Bills
  - HB 21
    - Approved by House on April 20<sup>th</sup> & sent to Senate
    - Hastily added to Senate Ed Committee hearing on May 11<sup>th</sup>
    - Senate Ed Chairman immediately introduced substitute language that added a voucher program for special ed students to the bill
    - School organizations and districts immediately withdrew support for the bill
    - Senate Ed Committee stripped the state aid payment delay that was the mechanism to fund the \$1.8 billion new funding
    - Changes to HB 21 likely mean the bill is dead since the House most likely won't concur with the changes.



## Legislative Update

- School Finance
  - SB 2145
    - Pending in Senate Ed Committee since April 18th

## 2017-18 Budget Forecast General Fund Budget (in millions)

	2017-18 Original Forecast	2017-18 Current Forecast	Difference
Revenues & Other Resources	\$489.9	\$495.5	\$5.6

### Assumptions Used in Forecast:

- 2017-18 enrollment projections
- Preliminary property value estimate from TAD
- Current law for state funding



## 2017-18 Considerations

- Opening Career Tech Center
- Opening Ag Science Center
- Enrollment projections & special program participation
- Competitive compensation
- Strategic Plan – Year 2 activities
- Elementary Gifted/Talented program
- Legislative Actions



***Questions?***